

Art Single Subject Matter Standards for the Single Subject Teaching Credential

California Commission on Teacher Credentialing
Approved May 2004

Preconditions for the Approval of Subject Matter Programs in Art

To be approved by the Commission, a Subject Matter Program in Art must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Art shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in art subjects and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of art and related subjects in the California public schools, including two-dimensional art, three-dimensional art, new and emerging art, media art, art history, art criticism, and history and theories of learning in art.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Standards Common to All

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements:

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

Art Standards

Standard 11: Artistic Perception

The program requires prospective teachers to understand the foundations of artistic perception at an advanced level of proficiency. Throughout the program, students develop perceptual skills and conceptual knowledge of elements of art and principles of design. Candidates respond to the environment and to the formal and expressive qualities in works of visual art and design using arts vocabulary.

Required Elements:

- 11.1 The coursework prepares prospective teachers to demonstrate knowledge of and analyze the characteristics and expressive qualities of the elements of art that contribute to meaning in the environment and works of art and design.
- 11.2 The coursework prepares prospective teachers who demonstrate knowledge of and analyze the characteristics and expressive qualities of the principles of design that contribute to meaning in the environment and works of art and design.
- 11.3 The coursework addresses the interrelationship between the elements of art and the principles of design as a visual language used to respond to the environment and works of art and design.
- 11.4 The coursework requires candidates to perceive and respond to specific effects found in a multiplicity of forms, media, genres, purposes, and functions using visual arts language.
- 11.5 Candidates' responses express complex sensory, emotional, and psychological perceptions of works of art and the environment.

Standard 12: Creative Expression

The program requires prospective teachers to develop breadth of competence in several areas of art production. Prospective teachers are required to practice art production that reflects individual experiences and that moves them toward advanced levels of proficiency. Candidates demonstrate depth of competence in at least one area of two dimensional, three dimensional, new and emerging art forms, and media arts. Prospective teachers develop personal thematic content, individual artistic style, and vision. The program requires candidates to articulate the rationales for their artistic choices.

Required Elements:

- 12.1 Candidates are required to take courses that provide for the development and demonstration of competencies in two-dimensional, three-dimensional, new and emerging art forms, and media arts, including applications of appropriate technological tools.
- 12.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 12.3 The program prepares prospective art teachers to generate multiple solutions to artistic problems using appropriate tools, techniques and materials to create meaningful original art.
- 12.4 Candidates are expected to possess the ability to develop a variety of original problems and solutions, expressing thematic content and individual artistic style.
- 12.5 Candidates will be able to reflect on their artistic processes and the quality of their work. They will articulate the rationale for their visual choices and artistic concerns.
- 12.6 Candidates should possess technical proficiency in the safe use of appropriate materials, tools and processes in the production of original art.

Standard 13: Historical and Cultural Context of the Visual Arts

The program provides a broad and deep conceptual knowledge of the history and diversity of art and the roles and forms of the visual arts societies, past and present. The program requires all prospective art teachers to demonstrate understanding of the role of art in reflecting, recording, and shaping history. Candidates analyze the artwork of cultures as reflecting the shared values, attitudes, and beliefs of diverse groups of people.

Required Elements:

- 13.1 Coursework will enable candidates to demonstrate knowledge of how visual art communicates, documents, expresses emotion, and shares experiences. Prospective teachers will analyze the purposes of art and understand the role of the arts within both local and global communities throughout history.
- 13.2 The program requires prospective teachers to identify, recognize, analyze and write about artworks and artists from various times, places and cultures. The program requires candidates to compare and contrast artwork within, across, and between cultures.
- 13.3 The program requires candidates to demonstrate knowledge of how the tools, materials and processes of various time periods influenced the form of artworks during those times.
- 13.4 The program requires candidates to demonstrate the ability to analyze artwork that influences as well as reflects the society in which it was created.
- 13.5 Candidates are required to investigate the cultural contributions of various native, immigrant and underrepresented groups to the art of California and the United States.

Standard 14: Aesthetic Valuing

The coursework relates artistic perception to aesthetic concepts to establish a foundation for aesthetic valuing and criticism. Candidates demonstrate the ability to respond to works of art, enabling them to understand the power and nature of the aesthetic experience. Candidates demonstrate the ability to make and justify critical judgments about the quality and success of their own work and the work of others.

Required Elements:

- 14.1 The program provides coursework that clarifies the relationship between the art maker, the artwork and the viewer. Candidates will analyze intentions and motivations of the art maker, derive meaning, and articulate how form, content and cultural context influence the making of art.
- 14.2 Candidates will use elements of art and principles of design, aesthetic theories, art criticism models, critical evaluation and historical influences to assess their own work and the work of others.
- 14.3 The program requires candidates to make informed judgments through analyzing, interpreting and critiquing works of art representing a wide diversity of forms, media, purposes and functions.

Standard 15: Connection, Relationships and Applications

The program provides connections between visual art and performing arts, other academic subjects, and the world at large. Prospective teachers will apply what they have learned in the visual arts across subject areas. Through coursework including visual literacy, candidates discover, appreciate and value contributions of the visual arts to culture, society and the economy in today's world. Candidates experience the role of art in lifelong learning and are exposed to a wide range of careers in the visual arts. Candidates relate art processes to the skills needed for lifelong learning and career development.

Required Elements:

- 15.1 Coursework will develop candidates' understanding of common concepts, areas of concern and methods of inquiry found between arts and other major subject areas. It will address fundamental values that inherently connect subject areas.
- 15.2 Coursework will develop competency in visual literacy that includes the ability to transform thoughts and information into images and construct meaning from the visual image.
- 15.3 Coursework requires candidates to learn about careers in and related to the visual arts.
- 15.4 Coursework requires candidates to demonstrate skills, such as problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.
- 15.5 Candidates utilize the functions and applications of art in a variety of contexts (i.e., entertainment, technological, social, therapeutic, and commercial product design).

Standard 16: History and Theories of Learning in Art

The program provides a comprehensive knowledge of the history and theories of art education and the role of the arts in human development. Candidates consider diverse perspectives in art education which emphasize the influence of the linguistic and cultural backgrounds and learning styles and developmental levels of art learners.

Required Elements:

- 16.1 Through coursework and field work, candidates learn about the role of the visual arts in human development.
- 16.2 Through coursework and field work, candidates learn how culture, ethnicity, language and the arts affect the ways people respond to ideas and visual information.
- 16.3 Candidates in the program analyze and discuss the history, philosophy, and theories that underlie the learning of art.
- 16.4 Candidates gain knowledge of how art making is influenced by individual and cultural diversity.
- 16.5 Through coursework and fieldwork, candidates learn about the role of the visual arts in human development.
- 16.6 Coursework requires candidates to demonstrate understanding of the different developmental levels of visual art learners.
- 16.7 The program addresses equity and access issues in art related to gender, age, culture, economics, politics, and other factors.

Standard 17: The Studio and Field Experience

The program requires candidates to experience visual arts under actual and simulated circumstances. Candidates in the program experience art in actual settings, developing materials to promote entry to a visual arts field. The program develops in candidates habits of responsibility for the maintenance, care and safety of a studio space. Candidates are required to experience art in a real world setting beyond the classroom.

Required Elements:

- 17.1 Candidates participate in community art activities (e.g., community murals, public school programs, arts administration, etc.).
- 17.2 Candidates visit art venues and businesses on a continual basis (e.g., galleries, museums, architecture firms, etc.).
- 17.3 Candidates use current technology in the studio to plan, produce, document and manage art work.
- 17.4 Candidates organize materials and equipment in a productive and safe manner.
- 17.5 Candidates participate in exhibition to include their own work and assemble a representative portfolio of work for purposes of self-assessment and professional advancement.

Standard 18: Core/Breadth

The subject matter preparation for prospective teachers is academically rigorous, creatively challenging, and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the State-adopted Visual Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (2001) and Visual and Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2004). The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development throughout the teachers' professional careers.

Required Elements:

- 18.1 Coursework in the program requires candidates to utilize and apply the major strands of the state framework and content standards.
- 18.2 The core program provides broad foundational studies in the six domains of the Art Subject Matter Requirements.
- 18.3 The program requires candidates to apply elements of art and principles of design in the development of perceptual and analytical skills.
- 18.4 The core coursework leads to the production of two-dimensional art, three-dimensional art, new and emerging art forms, and media arts using appropriate technology that demonstrates a breadth of technical proficiency in each area.
- 18.5 The program provides preparation in art history (Western and non-Western cultures and perspectives, American, Californian, post-World War II), both integrated and discrete.
- 18.6 The program integrates current and emergent models of art criticism in the curriculum and requires candidates to apply these models to art works.
- 18.7 Candidates develop visual literacy that enables them to understand the roles and functions of art and other disciplines in a global context.
- 18.8 The program requires candidates to demonstrate a comprehensive understanding of the role of art in human development and the history and theories of learning in art.

Standard 19: Studio Concentrations (Depth)

The program includes coursework to supplement the core and prepare prospective teachers in the range of subjects included in the State-adopted Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2004) and the Visual and Performing Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (2001). Candidates are required to specialize in one or more studio content areas.

Required Elements:

- 19.1 The program requires candidates to develop higher level proficiencies within a single, specific studio concentration with intermediate and advanced studies at the university level.
- 19.2 Program faculty provide advising to assist candidates in developing professional focus for their program of study..
- 19.3 Candidates demonstrate their depth of study through a professional portfolio that demonstrates growth; reflects quality of work; expresses informed judgment and critical decision-making; and defines their breadth of technical, conceptual, perceptual, and expressive abilities.
- 19.4 Candidates document, describe, analyze and reflect upon their art experiences (e.g., journals, critical essays, written research, artists' statements) to demonstrate depth of understanding in the discipline.

Art Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in Art

Domain 1. Artistic Perception

Candidates demonstrate an understanding of the foundations of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter and are able to accurately define and use the vocabulary of the visual arts. They possess highly developed perceptual and analytical skills that allow a sophisticated response to the world around them and to the formal and expressive qualities of works of visual art and of design across a multiplicity of forms, media, genres, purposes, and functions.

1.1 Elements of Art

- a. Demonstrate knowledge of the elements of art (i.e., line, color, shape/form, texture, value, space) and how they are used in visual art and design.
- b. Analyze and discuss the characteristics and qualities of the elements of art in given artworks in various media.
- c. Describe how the elements of art are used to achieve specific effects in given works of two- and three-dimensional art.
- d. Analyze and describe how the elements of art are used and how they contribute to meaning or expressive qualities in given artworks.
- e. Apply knowledge of the elements of art to analyze and describe the environment, works of art, and design.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Art: Kindergarten: 1.3, Grade 1: 1.3, Grade 2: 1.2 and 1.3, Grade 3: 1.5, Grade 4: 1.2, 1.3, and 1.5, Grade 6: 1.1, Grade 7: 1.3, Grades 9 through 12–Advanced: 1.6.)

1.2 Principles of Design

- a. Demonstrate understanding of the principles of design (e.g., balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, unity).
- b. Identify and describe the principles of design in given visual compositions.
- c. Identify the principles of design as observed in natural and human-made objects and environments.
- d. Analyze how the composition of a work of art is affected by the use of a particular principle of design.
- e. Analyze how various principles of design are used in given works of art.
- f. Analyze how various elements of art are used to illustrate principles of design in given artworks.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 3: 1.1, Grade 4: 1.1, Grade 5: 1.1 Grade 6: 1.4, Grade 8: 1.3, Grades 9 through 12–Proficient: 1.2 and 1.4.)

Domain 2. Creative Expression

Candidates demonstrate an understanding of the foundations of creative expression contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the process of creating original works of art. They are involved in the translation of thoughts, perceptions, and ideas into visual form using a variety of media, techniques, and problem-solving abilities. Candidates have a comprehensive knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK–12 and adult school art curriculum.

2.1 Creating Original Art

- a. Identify the artistic problem to be solved and generate a variety of solutions.
- b. Apply divergent thinking processes to the production of original works of art.
- c. Analyze how meaning or expressive qualities of artworks are affected by compositional decisions in various media.
- d. Develop a possible solution to an artistic problem that expresses individual commitment, thematic content, and artistic style and vision; explain the rationale for the choice.
- e. Demonstrate knowledge of appropriate tools, techniques, and materials to create an original work of art.
- f. Articulate the process and rationale for refining and reworking a work of art.
- g. Analyze the intent, purpose, and technical proficiency of an artwork based on the elements of art and principles of design.

2.2 Two-Dimensional Art and Design

- a. Demonstrate knowledge of materials, tools, and techniques used in drawing (e.g., contour, gesture, perspective).
- b. Demonstrate knowledge of materials, tools, and techniques used in painting (e.g., tempera, acrylic, oil, watercolor).
- c. Demonstrate knowledge of materials, tools, and techniques used in printmaking (e.g., relief, screenprinting, lithography, intaglio).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original two-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of two-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in two-dimensional art (e.g., overhead/slide projector, printmaking press, computer, scanner).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.1 and 2.3–2.6, Grade 1: 2.1, 2.2, 2.4, 2.8–2.8, Grade 2: 2.1–2.5, Grade 3: 2.2–2.4, 2.6 Grade 4: 2.1–2.2, 2.5–2.8 Grade 5: 2.1, 2.3, Grade 6: 2.2–2.5, Grade 7: 2.2–2.4, Grade 8: 2.1, Grades 9 through 12–Proficient: 2.4. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.3 Three-Dimensional Art and Design

- a. Demonstrate knowledge of techniques (e.g., additive, subtractive, casting) used in sculptural processes.
- b. Demonstrate knowledge of materials and tools used in three-dimensional art (e.g., wood, stone, metal).
- c. Demonstrate knowledge of materials and tools used in ceramics (e.g., hand-built, wheel-thrown, decorative techniques).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original three-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of three-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in three-dimensional art (e.g., kiln, potter's wheel, power tools).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.2 and 2.7, Grade 1: 1.2, Grade 4: 2.3, 2.4, Grade 5: 2.5, Grade 8: 12.2.2, 2.4, and 2.6, Grades 9 through 12—Proficient: 2.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.4 Media Art

- a. Demonstrate knowledge of materials, tools, techniques, and procedures used in photography.
- b. Demonstrate knowledge of materials, tools, techniques, and procedures used in film and animation.
- c. Demonstrate knowledge of materials, tools, techniques, and procedures used in the manipulation of digital imagery (e.g., computer-generated art, digital photography, videography).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of media art.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of media art.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 5: 2.3, Grade 6: 2.6, Grade 7: 2.6, Grade 8: 2.1 and 2.3, Grades 9 through 12—Proficient: 2.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.5 New and Emerging Art Forms

- a. Demonstrate knowledge of materials, tools, and processes used in new genres of art (e.g., site-specific, installation, environmental, performance, multimedia).
- b. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of visual art in new genres.
- c. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of artworks in new genres.
- d. Demonstrate knowledge of documentation techniques used in the creation and installation of works of visual art in new genres.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 2.7, Grades 9 through 12–Advanced: 2.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

Domain 3. Historical and Cultural Context of the Visual Arts

Candidates demonstrate an understanding of the historical and cultural foundations of art contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter including cultural frames of reference and worldviews. They demonstrate wide knowledge of world arts, of the history and diversity of art, and of the roles and forms of the visual arts in societies past and present.

3.1 Visual Art and Society

- a. Demonstrate knowledge of how visual art is used to communicate ideas or document experiences.
- b. Demonstrate knowledge of how visual art is used to express emotions and share experiences (e.g., rites of passage, celebrations).
- c. Recognize the influences of the visual arts on communities.
- d. Analyze themes and ideas expressed in art (e.g., religion, social commentary).
- e. Demonstrate knowledge of the relationships between technological tools and visual art.
- f. Analyze the purposes of art in societies past and present.
- g. Analyze diverse social, economic, and political developments (e.g., feminism, environmentalism) reflected in works of past and present art.
- h. Analyze ways in which the works of contemporary artists reflect, play a role in, and influence present-day culture.
- i. Demonstrate knowledge of the roles and functions of arts agencies and institutions (e.g., arts councils, art museums, galleries, collectors).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 3.3, Grade 4: 3.2, Grade 5: 3.1, Grades 9 through 12–Proficient: 3.4, Grade 9 through 12–Advanced: 3.1-3.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 3 and 4.)

3.2 World Arts

- a. Demonstrate knowledge of artworks and artists, both male and female, in terms of their role and social context, from various times, places, and cultures.
- b. Recognize the characteristics of art forms from various times, places, and cultures (e.g., fine art, traditional art, folk arts).
- c. Analyze how artworks from various times, places, and cultures reflect features and characteristics of those societies.
- d. Identify similarities and differences among art forms or art objects from various times and places within and across cultures.
- e. Recognize how artworks from various times, places, and cultures both reflect and influence society.

- f. Demonstrate knowledge of the cultural contributions of various native, immigrant, and underrepresented groups to the art of the United States.
- g. Compare and contrast utilitarian and nonutilitarian artworks across times, places, and cultures.
- h. Analyze how artworks from different cultures past and present have contributed to California's history and art heritage.
- i. Identify major works of art created by women and describe the impact of those works on society at that time.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 3.3, Grade 1: 3.1, 3.3–3.4, Grade 2: 3.2–3.3., Grade 3: 3.1–3.2, 3.4–3.5, Grade 4: 3.2, Grade 5: 3.2–3.4, Grade 6: 3.1–3.2, Grade 7: 3.1–3.2, Grade 8: 3.1–3.4, Grades 9 through 12–Proficient: 3.1. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 4.)

Domain 4. Aesthetic Valuing

Candidates demonstrate an understanding of aesthetic valuing in art as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, interpret, and critique processes and works of visual art representing a wide diversity of forms, media, purposes, and functions. Candidates are able to make sound critical judgments about the quality and success of artworks, relying on their own experiences in and perceptions about the visual arts as well as the perceptions of others.

4.1 Derive Meaning

- a. Demonstrate knowledge of the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- b. Demonstrate knowledge of the use and interpretation of symbols in the visual arts.
- c. Analyze the intentions and motivations of artists creating works of visual art.
- d. Analyze and articulate how form and content influence the interpretation and message of a work of visual art.
- e. Analyze and describe how society and culture influence the message of a work of art and its interpretation.
- f. Understand factors that influence the perception of art (e.g., personal beliefs; cultural traditions; past and present social, economic, and political contexts).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grades 9 through 12–Proficient: 4.1–4.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

4.2 Make Informed Judgments

- a. Apply knowledge of the elements of art and principles of design to describe similarities and differences in works of art and in the environment.
- b. Demonstrate knowledge of various aesthetic theories (e.g., deconstructionism, formalism, cultural perspectives) to critique one's own and others' artworks.

- c. Construct rationales for the validity of specific artworks and aesthetic theories outside one's own conceptions of art.
- d. Employ current and emerging art criticism models in writing and speaking about works of art.
- e. Develop and apply strategies and criteria to assess and critique a creative process and its resulting work of art.
- f. Develop criteria with a rationale for the selection of a body of work from one's own portfolio that represents significant achievements.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 4.4, Grades 9 through 12–Proficient: 4.5, Grades 9 through 12–Advanced: 4.4–4.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

Domain 5. Connections, Relationships, and Applications

Candidates demonstrate an understanding of art connections, relationships, and applications contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They understand connections and relationships between visual art and the other arts, as well as those between visual art, other disciplines, and the world at large. Candidates possess a high degree of visual literacy. They are familiar with the broad range of career opportunities available in the field of visual art, as well as with the roles and functions of visual art in a variety of professions and industries.

5.1 Connections and Applications Between Visual Arts and Other Disciplines

- a. Demonstrate knowledge of the common or interrelated concepts, areas of concern, and methods of inquiry among the arts disciplines.
- b. Demonstrate knowledge of content-specific connections between visual arts and one or more major subject areas.
- c. Demonstrate knowledge of how to substantively integrate visual art with other subject areas.
- d. Demonstrate knowledge of how art can be used to gain and express learning in other disciplines.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.1, Grade 3: 5.1, Grade 4: 5.1–5.3, Grade 6: 5.1, Grade 7: 5.1, Grade 8: 5.1, Grades 9 through 12–Proficient: 5.1, Grades 9 through 12–Advanced: 5.1–5.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 6 and 7.)

5.2 Visual Literacy

- a. Recognize how different visual representations of the same object or event can lead to different interpretations of meaning.
- b. Analyze uses of visual images and symbols to communicate and persuade (e.g., advertising, propaganda).

- c. Demonstrate understanding of how visual communication media (e.g., television, music videos, film, Internet) influence all aspects of society.
- d. Compare and contrast works of art, probing beyond the obvious and identifying content (e.g., psychological, metaphorical, cultural) found in the symbols and images.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 6: 5.4, Grade 8: 5.3, Grades 9 through 12–Proficient: 5.3, Grades 9 through 12–Advanced: 5.2.)

5.3 Art Careers and Career-Related Skills

- a. Demonstrate knowledge of careers in the visual arts.
- b. Analyze the relationship between commercial products (e.g., appliances, home furnishings, automobiles) and careers in art.
- c. Demonstrate awareness of the skills required in art-related careers (e.g., designer, curator, animator, interactive game developer, photographer).
- d. Demonstrate knowledge of what various types of artists (e.g., architects, product designers, graphic artists, illustrators) produce and how their works play a role in the everyday environment.
- e. Demonstrate knowledge of how portfolios can be used for a variety of career-related purposes.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.4, Grade 3: 5.4, Grade 5: 5.3, Grades 9 through 12–Proficient: 5.4.)

Domain 6. History and Theories of Learning in Art

Candidates demonstrate a comprehensive understanding of the history and theories of art education and the role of arts in human development related to the content contained in Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They have in-depth knowledge of proficiency levels and developmental stages in art.

6.1 Art and Human Development

- a. Demonstrate knowledge of the role of the visual arts in human development.
- b. Demonstrate knowledge of how cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts.

6.2 Theories of Learning in Art

Demonstrate knowledge of current and historical purposes, philosophies, and theories of learning in art.

(Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 8 and 9.)

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Art

Candidates for Single Subject Teaching Credentials in the visual arts are proficient artists with comprehensive conceptual and technical skills. They are adept in a variety of art media and are able to demonstrate their skill effectively to structure meaningful art experiences. They apply comprehensive knowledge of art criticism; art heritage of cultures from around the world, past and present; aesthetics, including the diversity of global cultural perspectives; and relationships both among the visual arts and between the visual arts and other disciplines.

They know how to incorporate technology into the creative art process. Candidates are also well versed in a variety of techniques and technical skills, aesthetic awareness, critical analytical skills, and proficiency in creative problem solving in the visual arts. Being familiar with various careers available in the field of visual art, they are able to investigate opportunities for pursuing careers in the visual arts.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: All grade levels: Standards 1–5. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 2–11. National Board for Professional Teaching Standards [NBPTS] Early Childhood and Middle Childhood Art Standards: Standards 1–6 and 9. National Board for Professional Teaching Standards [NBPTS] Early Adolescence through Young Adulthood Art Standards: Standards 1–8 and 10.)

